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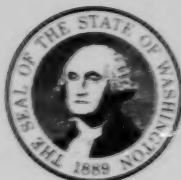
ABSTRACT

Diversified Occupations was initiated as an approved statewide program in Washington in 1970. It is a cooperative effort between the school and the local business community, enabling students to acquire, refine and utilize job skills in actual paid employment with the help of an instructor who is a highly skilled professional in that occupation. Even students whose occupational goals cannot be served by any business in the community benefit from learning how to work and developing positive work attitudes. To facilitate the development of such programs this coordinators' guide briefly discusses program criteria, determination of student needs, program planning, program implementation, and program objectives. Basic guidelines and instructional objectives are covered in greater detail, giving suggestions for program planning, finding and using local resources, developing advisory committees, program evaluation, coordinator qualifications, coordination, proposal writing, and resume preparation. Examples of report and other forms are included.
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Diversified Occupations

BASIC COORDINATOR'S GUIDE



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COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION

BASIC COORDINATOR'S GUIDE
FOR
DIVERSIFIED OCCUPATIONS
PROGRAM

216 Old Capitol Building

Olympia, Wa. 98504

PREFACE

Diversified Occupations was formally initiated as an approved state-wide program in 1970 with State and Federal funds made available for its initiation and implementation. The on-going program is supported by the State Secondary and Vocational weighting factors.

The nature of this program is very comprehensive: encompassing a diverse variety of student occupational goals; meeting the vocational needs of students with limited abilities as well as the needs of the academically accelerated student.

Sincere appreciation is given to Mr. LeRoy A. McCartney, State Supervisor of Diversified Occupations, Mr. William E. Daniels, Director of Distributive Education, Division of Professional Programs, Eastern Washington State College, Dr. Norm Thompson, Chairman, Department of Business Education, Eastern Washington State College, and Dr. William Williams, Chairman, Department of Education, Eastern Washington State College, for their support and encouragement.

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PHILOSOPHY OF COOPERATIVE PROGRAMS

One of the fundamental truths in vocational education concerns the concept of learning by doing. This is to say that oftentimes we learn better by actual involvement in the activities of living as opposed to merely reading about them in a text. Vocational education provides a laboratory in which practical application can very often be made of the general learning to the end that the student not only acquires a skill but also gains more understanding of some of the traditional academic subjects as stated by Mr. K. Otto Logan, State Director of Distributive Education, and Mr. Ernest G. Kramer, Former Director of Vocational Education, presently retired.

Cooperative vocational education expands the implementation of this concept of learning by doing. This expansion is two-dimensional: first by enabling the student to acquire, refine, and utilize job skills in actual paid employment. Secondly, by providing him a highly skilled professional in that occupation as an instructor. This, then, is the cooperative effort of the school and local business community entering into a planned coordinated structure of instruction designed to give the student the meaningful correlation between school subject matter and later, full-time employment.

Diversified Occupations is a program fitted to the needs of students in the area of vocational technical education designed to provide desirous

students at the junior and senior class levels with experiences necessary to competitively enter the world of work. The class is a cooperative arrangement between the school and various local employers enabling students to receive instruction, including required academic subject instruction, in job oriented curricula and have actual employment experience in various and varied occupational fields. The specific design is employment in a business directly related to the occupational aspiration of a student. Student composition of the class is heterogeneous in regard to occupational goals; no career field should be excluded.

Both learning experiences, classroom and job, are planned and supervised by the school teacher/coordinator and employer so that each contributes to the particular student's education. Planning is also engaged in by the advisory board.

It is both the strength and weakness of Diversified Occupations to be heterogeneous; strong because of the many varied experiences brought to the class, weak because such varied experiences make a curriculum exceedingly difficult to formulate. Each teacher/coordinator must virtually create a new curriculum for each class as well as methodology although a similar topical outline is in general use.

Several general purposes are served by the program. For students, the acquisition and refinement of job skills while still a secondary student. Thirdly, his opportunity and ability to obtain full-time employment later is enhanced. Employers are provided with interested trainees and

experienced full-time employees at some future time. The school is able to offer a vocational program which serves the needs of every student with minimal excess costs involved and encourages potential drop-outs to remain and challenges drop-outs to return. Community purposes are served by increasing the number of experienced and employable young persons within that community and enhancing the respect of the student for self, school, community and the business world.

A question which appears unanswered is that of the student whose occupational goal cannot be served by any business in the community. The answer is found in attitude formation and the learning of how to work. A student with a positive attitude toward work and the knowledge of how to work is far better prepared and able to obtain employment in any field than his contemporary who lacks these qualities. Although specific skills may not be transferrable from occupation to occupation, attitude and knowledge of how to work are and these are of equal or more importance to an employer. A further student benefit is his acquiring job references.

DEFINITION OF DIVERSIFIED OCCUPATIONS

As articulated by LeRoy McCartney, Supervisor of Cooperative Diversified Occupations and Distributive Education:

Cooperative Diversified Occupations can best be described as "across-the-board" vocational education. This vocational adventure into diversity opens a whole new opportunity to the school administrator, who wants to add vocational education to his curriculum.

Cooperative Diversified Occupations is essentially a method combining theory and practice. On-the-job training is provided by an employer in the place of employment, while instruction in the occupational area and individual supervised study of selected material is provided by a teacher-coordinator in school.

It is also described as a program primarily designed to provide cooperative vocational education in schools where there are not sufficient students or training stations in any one of the separate vocational programs now offered in Agriculture, Business and Office, Home and Family Life, Distributive Education, or Trade and Industry.

Dean Wagaman, Director of Program Development, Coordinating Council for Occupational Education, said, "For many years we have been paying lip service to the individuality of students, but now the Diversified Occupations Program is bringing home meaningfully to all of us that every

student is an individual and has his own work. We have tended to overlook this in many of our programs. This is very pertinent, as it is meaningful to areas we have not been able to serve before. The Diversified Occupations statistics compiled for the past year are impressive. The wide diversity of work, diversity of school districts, bringing small districts together--all this is meaningful." Wagoner added that there are still other people we need to reach. We can't lump everybody in one bag.

COOPERATIVE EDUCATION CRITERIA

1. A cooperative student must be legally employed.
2. There must be a coordinator employed by the school district who is responsible for coordinating the instruction and on-the-job training.
3. The coordinator must be vocationally certified in his specific field of endeavor.
4. There must be provision for the coordinator to meet with the cooperative student group in a related class at a regularly scheduled time.
5. Every cooperative program must have an active, representative advisory committee from management, labor and unions--a directive from the State Department of Education.
6. Provision must be made for necessary record keeping on student employment, follow-up, and evaluation for local and state purposes.
7. Where the community is too small for a specialized vocational education program, a diversified occupations program may be feasible and approvable if specific attention is given to each student's occupational objective and specialized instruction is provided with his on-the-job training.
8. The workload of a coordinator should allow at least 1/2 hour per student per week for coordination time, which includes, among other things, time for individual student contact, time for planning of related vocational instruction, and time for consultation with other

teaching staff who provide cooperative students with related instruction.

9. Each student in a cooperative program must have at least a tentative career objective in mind so that appropriate placement and relevant vocational instruction can be arranged.
10. The student must have had the necessary background and counseling to indicate that he is ready and will be likely to profit from on-the-job training.
11. The length of student employment should be determined by the level of competency in the chosen field rather than by some arbitrary time standard.
12. Leadership development activities, providing for transition from school to job, are planned as an integral part of the program. Student Vocational Clubs are designed to provide leadership training and are recommended as the method of implementing this aspect of curriculum.

DETERMINING STUDENT NEEDS

- I. Determine the needs of the students in order to be able to develop a relevant vocational occupational curriculum.
 1. Methods of determination:
 - a. Utilize a questionnaire to determine occupational awareness--grades K-12.
 - b. List area job opportunities available.
 - c. Welfare recipient residents -- determine reasons for unemployment.
 - d. Administer a questionnaire to determine goals of students (K-12) to be used for longitudinal studies.
 - e. Identify locations and/or populations of high unemployment.
 1. Assessment of reasons, e.g., lack of jobs; inability and/or refusal to relocate where jobs are available.
 2. Resources for information pertaining to student needs.
 - a. School Counselors
 - b. Local State employment office
 - c. Local Federal job opportunity agencies, e.g., OEO
- II. Assess on-going vocational occupational programs that would be applicable to fulfilling identified needs of local students.

Examples of vocational programs are: Agriculture and related fields, Trade and Industry, Distributive Education, Diversified

Occupations; Business and Office; Consumer and Homemaking Education;
and prevocational programs.

1. SELL your selected program to superintendent, principal, and curriculum director.
2. After program approval, contact Coordinating Council for Occupational Education for assistance in writing an acceptable program.

HISTORY

The Smith-Hughes Act of 1917 established the character of Diversified Occupations based on Federal Aid. In 1901, however, Ray Schneider, teacher in the Cincinnati Schools, established the form of cooperative vocational education as we know it today. Relative to Diversified Occupations, the range of occupational experience remains as comprehensive as encompassed by occupations in the community; just as it was established in 1901. From this era, the program of Diversified Occupations continued to develop and grow and became well established and a popular program in the schools of many states.

Although the Diversified Occupations Program was initiated in Washington State at an early date, it was short-lived and disappeared from school curriculum until 1970 when Diversified Occupations was again Federally funded and State approved as a secondary vocational program. Twelve Diversified Occupations programs were approved and established in schools throughout the State in 1970. The following year the number of programs increased to thirty, demonstrating its value in meeting student and community needs. Students needs of large, small, urban and rural schools continue to be met by the expansion of Diversified Occupations Programs.

PLANNING AND IMPLEMENTING A DIVERSIFIED OCCUPATION PROGRAM

New interest in vocational-technical education has sprung up nationally and locally. More and more, citizens and students alike are calling for relevance in public education. And, when the call for relevance is made -- the example of vocational education is usually attached to the call. A new educational era is booming for the advocates of the concept "education for employability".

Traditionally, vocational education has been successfully taught in trade schools, area or regional vocational schools, technical institutes, and manpower centers. These have been located in the center of large urban areas where there has been a population, an industrial, and a financial base capable of supporting the students and absorbing the graduates of these training institutions.

But, presently, the problem of the school dropout and the improperly trained student that once confronted only the urban schools is troubling all schools whether they be urban, suburban, or rural. Two factors are inherent in the problem: the classical concept of a public education is not strong enough to hold the attention of most students and the growing belief that public education ought to prepare a person to pursue a constructive occupation before the person leaves high school. These factors have contributed to the consideration by school administrators,

boards of education, teachers, and citizen advisory committees of the necessity of including vocational education into a total school curricula from the primary grades through the secondary grades.

Vocational education as practiced in urban areas is expensive and specialized education. It requires a sound financial base, modern equipment and adequate facilities, specially trained teachers, support personnel, and job opportunities and placements for the graduates of the programs. Generally speaking, the major cities of the Nation have no problem in meeting these requirements but this, obviously, cannot be the case for most schools in the Nation located in suburban and rural areas.

The layman interested in public education is calling for a new direction in vocational education especially for a suburban or rural school district where most students of the graduating classes express intentions of terminating their education after high school or of immediately enrolling in post secondary educational institutions offering two or four years of collegiate education.

A new direction for public education might center more on career development than on vocational education. The career development concept suggests a ladder effect which--in stages--introduces and prepares the student for the world of work over a long period of time from the primary grades through the secondary grades. Stages in the career development ladder include programs of occupational awareness, occupational preparation, and occupational placement and follow-up. Each stage is distinct to

itself but basic to the next stage of the ladder with a minimum of overlap built into each stage. Supporting the career development program would be a career resource center, a job placement bureau, and a cooperative on-the-job program in addition to the regular, established, and on-going academic program.

Each of the stages in the career development program would have a specific place in the district-wide curricula and a distinct role to play in the preparation of students for an understanding of a place in the working world. For instance, the "occupational awareness" stage would be the first stage of the career development ladder. It would be employed in the primary grades and would seek to make the elementary students aware of occupations and of jobs and, of course, the value and necessity of work. The second stage -- "occupational orientation" -- would expand on the first stage through the introduction of vocations on an in-depth basis. In this stage of the sequence, children would be introduced to the various classifications of occupations and teachers would permit the students to explore and research those occupations of interest to the students. The career resource center would have an important function for the students and the teachers involved in this portion of the sequence which, primarily, would be exercised at the middle school level.

Through shop and laboratory experiences and public sector work experiences, junior high school age students would get their first meaningful and realistic experiences with tools and equipment and the nature and requirements of work in the "occupational exploration" stage of the career

development sequence. Here, the students would experiment with tools and equipment for the purpose of determining the depth and extent of their abilities and interests. Additionally, they would visit and observe work stations in the community for an on-site understanding of what jobs involve and demand of an employee. The job-placement bureau would be an important unit for this stage.

As distinct as each of these three stages might appear, each would support and complement the other. In each, certain practical experiences would be employed in order to prepare the student for an understanding of himself and to develop a success pattern within each student prior to involvement in either the occupational exploration or the occupation preparation stage of the career development ladder sequence.

The "occupational preparation" stage at the high school level would prepare students for work once the students have made an early choice to prepare for a specific job or occupation. In this stage, the cooperative on-the-job program would play an integral role. Since it is a known fact that suburban and rural area school districts cannot--economically--prepare each student for every job identified as a career interest, the school district, then, must call upon the resources of the agricultural, business, educational, and industrial community to assist in the preparation of students and workers for specific jobs. Through cooperative arrangements made among school personnel, employers, and the students--all would enter into agreement to accept the responsibility for the education and training of the student. Each would be charged with specific responsibilities.

Nothing of the proposed--once entered into or completed--should prevent the student from preparing for or continuing further education beyond the high school. The proposed program simply should prepare students to better understand themselves and their goals and to assist them in the making of better personal choices for the future. The program should go a long way in correcting a recent finding which indicated that high school students "...lack knowledge about future occupational fields." The placement and follow-up bureau would be responsible for placing both kinds of students: the college-bound and the employment-bound.

The career development program would be meshed with the present program. All curricula in the program should complement, support, and reinforce the career development program. One curriculum would not be inferior to, better than, or supportive of another curriculum.

Generally, the parameters of the Career Development Program have been established. It now becomes important to delineate the specifics with regard to areas of interest, curricula content, experiences, involvement, and responsibilities, i.e., who will do what, when, and where? The answer to this series of questions should be left to the public school educators, since they are the ones responsible and trained for the education of "our kids".

Any new directions in education must be initiated, developed, and implemented by the practitioners in order to allow for and guarantee success of any program seen as having a substantial bearing on the community.

The object of the career development program is to assist the students to better understand themselves, to be prepared to make rational choices and decisions about their future, and to better understand the work-a-day-world, which consumes so much of a person's time in life.

Steps necessary to initiating and implementing the career development concept are:

1. The commitment of the board of education to the career development concept; and, the public announcement of that commitment.
2. The appointment of a director of "vocational or occupational education" program.
3. The calling of an orientation meeting to acquaint in-service personnel with the purpose and goals of the innovative program.
4. The structuring of "brainstorming" sessions to develop performance, informational, and operational criteria for each of the phases in the occupational program.
5. The development of curricula and instructional materials for the complete occupational program.
6. The implementation of the occupational program.
7. The evaluation of the occupational program and each of its phases; and, the restructuring of the design, if necessary.
8. The incorporation of the occupational program into the total school curricula, as a permanent instructional area.

The aforementioned guidelines with regard to program concept ought to

assist local educators to bring about major curriculum change with minor program revision with little cost to the local district.

PROGRAM OBJECTIVES

An essential feature of any successful program is the continued appreciation and treatment of the student as an integral part of the program. Without consideration for individual needs, desires, abilities and competencies, a program becomes stagnant. Interest of students in the program will assist the successful operation of it. In essence, it is the program that must adjust and adapt to students for, indeed, is it not true that the implementation of the program was for the benefit of students.

Program Objectives:

1. Makes school more practical to DO students in terms of life and work after high school.
2. Aims to reduce or completely eliminate drop-out rate; and entice the drop-out student to return to school for training.
3. Assists DO students in their vocational (career) and education plans.
4. Prepares all students on an equal basis, whether pursuing post-high education or another route toward life's work.
5. A means of inter-cooperation working relationship among all staff members.
6. Brings about involvement of community business as an extended learning facility.
7. Operates at a minimum cost to districts.

8. Serves all students as a non-discriminating vehicle for education as all have careers.
9. Puts career education first which in turn puts emphasis on meeting the needs of the individual student.
10. It inter-relates later occupational goals with present academic subject material.

BASIC GUIDELINES OF COOPERATIVE VOCATIONAL DIVERSIFIED
OCCUPATIONS FOR WASHINGTON STATE HIGH SCHOOLS

I. What is the program?

1. Statement of philosophy

- a. Diversified Occupations is a program fitted to the needs of students in the area of vocational technical education. This program was designed to provide the desirous students (junior and senior class level) with experiences necessary to enter the world of work. The class is a cooperative arrangement between the school and various local employers. The students receive instruction, including the required academic courses and related vocational instruction by alternation of study in school with jobs in various and varied occupational fields. These two learning experiences are planned and supervised by the school instructor and employer so that each contributes to the particular student's education and his future employability.

2. Purpose

a. Student

1. Acquire and increase job skills while still a secondary student which has the effect of enhancing his opportunities for full-time employment.

b. Employer

1. Provide him with interested trainees.
2. Provide the employer with full-time experienced employees at some future time.

c. School

1. Offer the student a choice of academically related-vocational training in a "real" world-of-work situation.
2. Encourage potential drop-outs to remain in the school and also challenge drop-outs to return for tangible and immediately applicable oriented vocational-skills education.

d. Community

1. Provides the student with trained ability within the community where he lives.
2. Enhances the respect of the student for self, school, community and the business world.

3. Objectives

- a. Enable students to leave high school with entry level job-skills or the awareness of need for further vocational training at a higher institution of learning.
- b. Reduce local unemployment levels which are due to a lack of job skills pertinent to the occupation.
- c. Offer vocational on-the-job training to ALL students -- including the advantaged and disadvantaged.

4. Need

- a. A fluctuating economy may result in many people being unemployed and difficult for parents to earn the money necessary for their children's higher educational training; therefore, these students need this vocational program implemented in the school so that they might be able to earn while they learn. In good conditions, developing independence is still a desirable attribute.
- b. Students need additional training to be able to find a place in the labor market, due to competition and job requirements; as a large percentage of the present day students are not interested in college preparatory training, yet they want to be able to either enter the world of work or to attend a vocational institution for further training.
- c. Diversified Occupation is needed to provide the method for the student to bridge the transition of adolescence to accepting adult supervision and adult responsibilities with dignity and self-respect while being trained to be a productive member of the community.
- d. The student needs to be provided with a closer relationship between his vocational and academic worlds.
- e. This vocational program is needed so that the school will have an opportunity to offer direct relevant services to the student.
- f. Diversified Occupations enables the school to offer a program

capable of being standardized for evaluation.

- g. Diversified Occupations is a program that is needed to provide disadvantaged students with obtainable short-term goals; immediate knowledge of results and high probability of success.

II. State and Federal requirements as they pertain to the school, coordinator, student, and employer.

1. Student must be legally employed.
2. Student must be a minimum age of sixteen.
3. Students under age of eighteen are required to obtain a work permit for all occupations except jobs in agriculture, health, theatrical, domestic and parent-owned businesses. For legal clarifications contact the State Department of Labor and Industries -- Women and Minors Division.
4. An advisory committee must be appointed consisting of local, interested community members (see "Advisory Committee").
5. A student must have two released class periods daily.
 - a. Student may work these hours or they may compensate for hours worked other than during school time.
 - b. The released class periods can be fulfilled by assigning the student a study hall or excusing him from school where feasible, if not working during school time.
6. A minimum of two hundred hours on-the-job training is suggested for credit to be issued.

- a. The on-the-job training can take place during the released class hours, after school or week-ends.
7. The coordinator must have one-half hour per week per student for coordination time.
8. Students are subject to all State and Federal wage-labor laws.
9. There must be a coordinator employed by the school district who is responsible for coordinating the instruction and on-the-job training.
10. The coordinator must be vocationally certified.
11. There must be provision for the coordinator to meet with the cooperative student group in a related class at a regularly scheduled time.
12. Provision must be made for necessary record keeping on student employment, follow-up, and evaluation.
13. The student must have had the necessary background and counseling to indicate that he is ready and will be likely to profit from on-the-job training.
14. The length of student employment should be determined by the level of competency in the chosen field rather than by some arbitrary time standard.
15. Leadership development activities, providing for transition from school to job, are planned as an integral part of the program.
16. The school district vocational director must submit to the State Director of Vocational Education a one-year and a

five-year district plan. These plans must include all vocational programs, present and projected. To submit a new program not presently included, submit a revision of the five-year plan with a letter of intent.

17. For specific answers to questions pertinent to your program, contact the State Department of Education--Vocational Department.

III. Implementation and Development of the Program

1. The needs of all students can be met by properly developing the program through the utilization of the advisory committee; establishing job stations, analyzing the occupations to help provide the resources necessary to instigate the program.
2. The most singularly important step in implementation is school board and administration understanding and approval of the program.
3. Community awareness of the program can be accomplished through public information meetings, news media, personal contact by the coordinator and school board members, and on-going information during the school year can be realized by related school news.
4. Faculty support can be realized by presentation of the program during an in-service workshop.
5. Utilization of the advice and information of the advisory committee will help to establish a well-received and successful program.
6. The placement of students at specific job locations may be

accomplished either by the student applying and/or by coordinator placing the student on the job through the advisement of the specific employer. (There are employers who do not have the time to interview a number of students for a specific job and, too, certain students are incapable of making a credible application.)

7. Potential job locations are as numerous as there are enterprises in the community ranging from individually-owned shops to large corporations; e.g., farm-owned shop, do-it-yourself carpenter, domestic services, machine operators, landscaping, cemetery grounds maintenance, retailing, merchandising, business and office, janitorial, etc. The coordinator may challenge students to initiate individual businesses. Continuous job-station location is a necessary and essential duty of the coordinator and all enterprises are potential job station and the "unattainable" should NEVER be overlooked.
8. The class should involve as many activities which relate to the instruction as possible -- field trips, guest speakers, student projects, role playing, audio visual aids, community college instructors, etc.
9. Conduct regularly small group sessions with students, and sometimes employers, candidly discussing mutual concerns relating to the job and/or what is being studied in class.
10. The coordinator should meet with the individual student on a counseling basis as a part of the program.

11. Ample opportunity should be given for individual students to explore through project approach the occupational area of interest to them.
12. The coordinator should be aware that not infrequently an employer will participate in the program more because of his concern for students than actual need for additional employees. The employer should be recognized for his participation in the program for good public relations. This may be accomplished by the coordinator or school presenting a letter of appreciation and commendation, and publication of participating businesses in local newspapers.

IV. Funding Possibilities

1. Many vocational education programs are reimbursable from Federal and State funds. Congress has specifically earmarked funds for Cooperative Occupational Education. A brief review of those parts of the Vocational Education Amendments of 1968 applicable to Cooperative Occupational Education programs are provided below.

Part B -- Funds under this Part may be used for the continuation of existing programs and for expansion of Cooperative Education Programs.

Part G -- Funds under this Part are meant for the development of New Cooperative Occupational Education programs.

V. Advisory Committee

1. A committee may be composed of community leaders with special concern for, and knowledge of, the area's occupational life and the welfare of the students.
2. The committee may serve in the capacity of advising the coordinator of present and changing methods and trends in business and industry.
3. The advisory committee may act as a public relations coordinator between the school and community.
4. Job stations may be suggested by the advisory committee for the information of the coordinator.
5. An important function of the committee is to act as an advisor and consultant for the program.
6. The advisory committee is to perform in an advisory capacity only and should never be allowed to assume administrative functions.

VI. Curriculum

1. The first meeting of the class should be an orientation of the program purposes, responsibilities, benefits and requirements.
2. An orientation discussion of jobs available relative to opportunities, requirements; enabling the student to make a personal assessment and job choice to realize his vocational goals may be implemented.
3. A block of instruction time should be devoted to applying for

- a job; including interviews and writing an application form.
4. A personal data sheet should be completed by each student.
 5. Personal effectiveness may be taught which includes: appearance, punctuality, attendance, performance, enthusiasm, respect, curiosity, honesty, etc.
 6. Relationship with co-workers and employers is a significant area of instruction.
 7. Personal money management including: budgeting, banking, social security, income tax, insurance, living expenses, savings, loans and interest, credit, installment buying, comparative purchasing, etc., is part of the curriculum.
 8. Aspects of business law pertinent to the student should be presented in the classroom.
 9. A section of the instruction should include a study of Unions, Industrial Organizations and related areas.
 10. Advertising should be included in the instruction.
 11. An exciting and relevant area of instruction is group dynamics.
 12. An important and meaningful subject to be taught is the area of job advancement.
 13. The student should be encouraged to periodically evaluate self behavior and progress while on the job. This can be accomplished in consultation with the coordinator; a record can be kept by both student and coordinator for future comparison.

VII. Program and Student Evaluation

1. A major indicator of the acceptance of the program is the public-relations performance of the coordinator as indicated by community support and continued business participation.
2. Evaluation of the program and student involvement may be primarily based on the following criteria:
 - a. Performance of the student while on the job as indicated by the employer to the coordinator and where the employer has a need of summer employees; retains the student.
 - b. Student extension of hours and/or increase in salary may be used as a method of evaluation.
 - c. Program acceptance by employers as indicated by their continued participation or desire to participate is a measurement of acceptance.
 - d. Favorable verbal comments by community citizens as related informally and/or in formal school meetings is a measure of approval and acceptance of the Cooperative Diversified Occupations Program in the district.
 - e. Parental acceptance may be measured by the willingness of parents to have their children participate in the program.

VIII. Student Follow-up Methods

1. It is strongly recommended that a five-year follow-up study of each student completing the program be incorporated as a duty of the coordinator of the on-going program.
2. Student awareness of this follow-up study is necessary to gain

his cooperation.

3. One year after program completion and annually thereafter for five years, students should be contacted to determine their employment status and specific job description. The purpose of this study is to determine the program relevancy.

IX. Grading and Credit

1. It is recommended that students receive three (3) class credits per year; based upon two (2) class periods per day of released time for on-the-job training and one class period per day for formal and/or consultation instruction.
2. A class grade may be determined at the discretion of the Administration and Diversified Occupations Coordinator. Due to the occupational diversity of experiences and the various levels of sophistication or training, it is recommended that "pass-fail" system of grading be implemented. This method of grading will not alter the GPA of a student.
3. A student must have a minimum of two hundred hours of on-the-job training in order to earn three (3) units of credit.

This program generates a healthy interest in occupations, as well as develops the concept of self-worth. It appears one answer to the problem of the restless student who cannot see the relevancy of school and the world of work. Inasmuch as the students in this nation are not exposed to a broad spectrum of occupations, it would appear obvious that Diversified Occupations will help to minimize this situation and this will, also,

help the student to make his choice of a selected vocation to earn his living during his employable years.

INSTRUCTIONAL OBJECTIVES

Summarily our objectives are to prepare students to successfully obtain employment, maintain employment, realize self-gratification and contribute to our society. Accomplishment of this broad plan requires what may be termed an "inter-disciplinary approach" utilizing a wide variety of instructional methodologies, teaching aids, and expert instructor assistance.

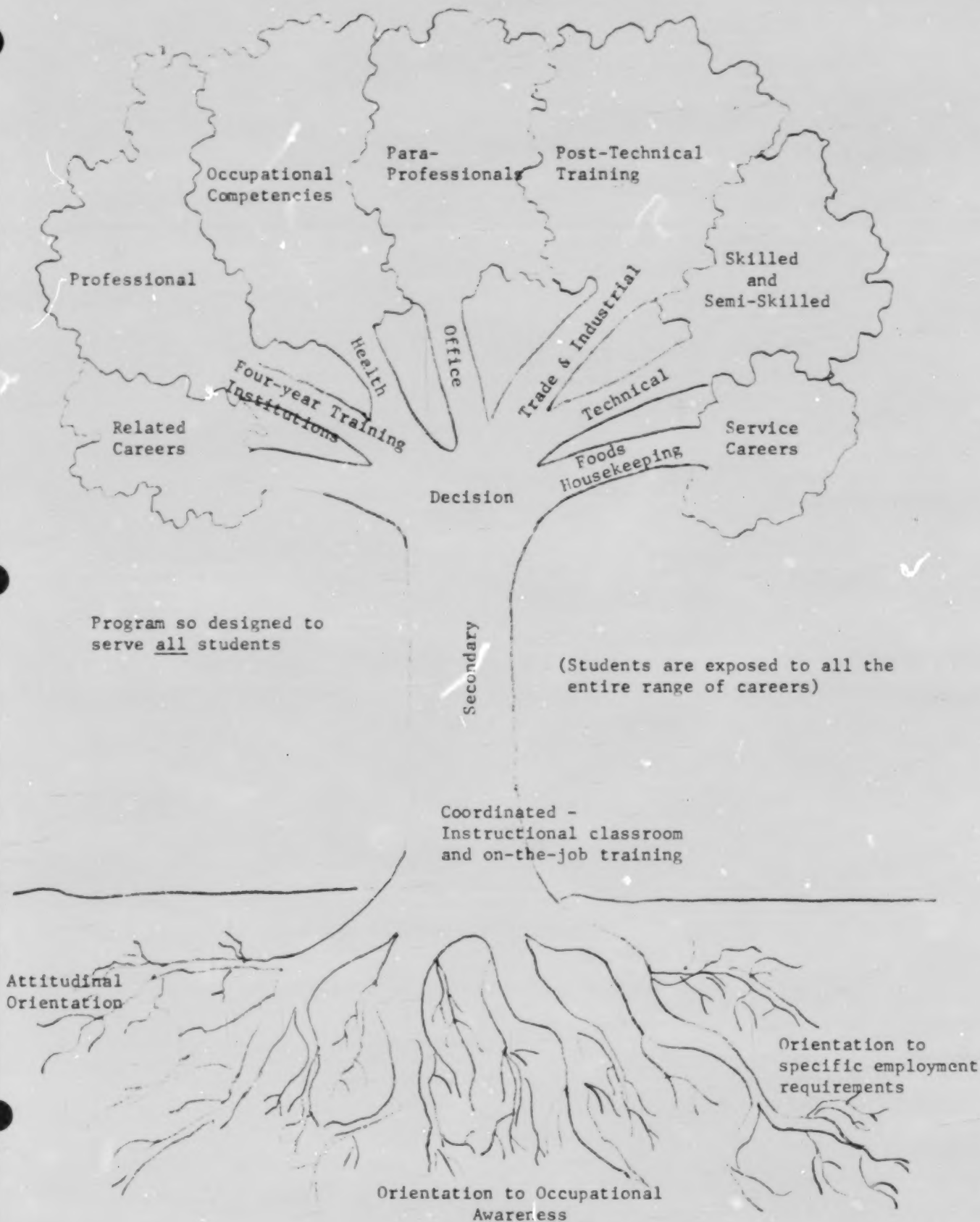
Reducing the broad objectives to measurable units, the following is suggested as a format basis:

1. To select a career based on interests, desires, and abilities.
2. Acquire information related to job, i.e. opportunities, salaries, etc.
3. Prepare for career with relevant academic subject selection, related job experiences, preparation for post-high school education where required or advisable.
4. Knowing where and how to locate a job.
5. Ability to complete, accurately and completely, job application forms.
6. Presenting credible oral job interview.
7. Attainment of specific job skills at employment station.
8. Work harmoniously with others.
9. Fulfill responsibilities to employer; promptness, attendance, job pride, etc.
10. Attainment of leadership competencies.
11. Competent handling of personal finances.

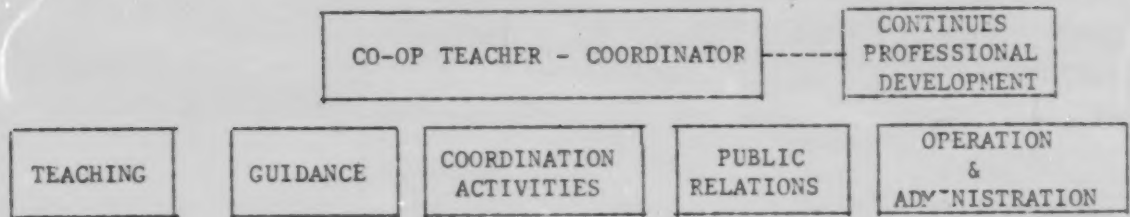
12. Attain and develop positive self-regard.

13. Obtain full-time employment.

CAREER DEVELOPMENT EDUCATIONAL TREE FOR
DIVERSIFIED OCCUPATIONS PROGRAM



FUNCTIONS OF A CO-OP TEACHER-COORDINATOR



Prepares and re- vises materials	Develops over- all guidance plan for his school	Makes community survey	Explains co-op to business, civic, and school groups	Plans a well- rounded program of work
Teaches co-op high school students	Explains co-op program to students, par- ents and school offi- cials	Selects or ap- proves training stations	Participates in local community functions	Arranges for ade- quate classroom facilities
Evaluates the results of his teaching	Screens student for co-op program	Coordinates classroom activ- ities with on- the-job work experience	Plans and pre- pares publicity	Secures and trains adult instructors
Maintains teach- ing content resource files	Selects stu- dents for co- op program	Evaluates stu- dent progress on-the-job with employer	Takes part in extra-curricular activities and other school duties	Plans a budget for adult classes
Prepares a training plan for each stu- dent	Places high school co-op students in appropriate training agencies	Makes on-the- job coordina- tion and home visits	Keeps in direct contact with school principal, superintendent, parents and business com- munity	Supervises co-op adult classes
Provides for classroom par- ticipation ex- periences for students	Councils with co-op students	Provides for on- the-job partic- ipation experi- ence for stu- dents	Arranges and directs special events related to the co-op program	Organizes and supervises co-op youth leadership program
Plans yearly, monthly, and weekly teaching calendars as well as daily lesson plans for classroom activities	Acts as a train- ing consultant	Gives needed information and training to "Downtown Teachers," the job sponsors of the students		Sets up and works with advisory committees
	Follows up on student progress			Supervises coor- dinators in- training from colleges
	Works with school guidance counselor			Sets up budgets and plans for expansion
				Prepares neces- sary reports
				Conducts practi- cal research

JOB DESCRIPTION, METHOD OF EVALUATION,
AND OBJECTIVES OF VOCATIONAL TEACHER/COORDINATOR

Diversified Occupations Coordinator

A. Job Description

1. Conduct classes.
 - a. develop and utilize curriculum
 - b. use community expertise as speakers
2. Coordinate with employers.
3. Maintain personal contacts with businessmen.
 - a. locate new job stations
4. Attend relevant Diversified Occupation conferences.
5. Provide counseling for students.
6. Complete required State reports.
7. Keep school administrations aware of program progress.
8. Conduct follow-up studies of graduates.
9. Initiate program publicity.
10. Attend Advisory Board meetings.
11. Assist students locate and keep jobs.

B. Evaluation

1. Professional classroom conduct.
 - a. applicability of curriculum
2. Community acceptance of program.
 - a. minimum of 80% of students employed

- b. minimum of 60% of businesses contacted participating
- 3. Completion of reports.
 - a. awareness of program progress by school administrations
 - b. State reports submitted accurately and on time
- 4. Minimum of four news items yearly.

C. Objectives

- 1. Student awareness of employer and employee responsibilities, problems and inter-relationship.
- 2. Concept of work as personally rewarding.
- 3. Successful personal money management.
- 4. Maintain and increase number of businesses willing to participate by 5% each year to total 75% of local businesses in program.
- 5. Unemployment of graduates completing program less than 4%.
- 6. Average income of graduate to exceed local and national averages by 5%.

JOB DESCRIPTION

The job description outline may appear to present tasks requiring more than a twenty-four hour day to fulfill. In essence, however, the coordinator/teacher of a DO Program functions much the same as a teacher of any subject area. Recognizing other philosophies exist, the suggestion presented here is that teaching entails more than presentation of material, evaluation of the extent and depth of student acquisition of material, and arbitrary assignment of a statement of this evaluation, i.e. "grade".

Taking each task as individual units the first, conduct classes, entails the universal teaching task of relating to students; what is referred to as a transactional activity. Ideally there is awareness of where the student is, where and how to provide possible means of attaining the future goal coincidental with "success" for the student, and flexibility enabling modifications as changes occur. Although this ideal is exactly that, an ideal, realistic appraisal based on student questionnaires and follow-up studies reveal that a majority of students, approximately 70%, are not sure of a future occupational goal and if one is possessed, the student will change his occupation. There are unrealistic goals and fear of non-attainment of an otherwise realistic goal to consider, also. A first plank in building is consideration for a curriculum enabling the student to realistically come to know strengths and weaknesses. In the

field of occupational training, vocational skills in many fields are available to the student. The number of job stations multiplied by the number of individual jobs at those stations is a close approximation. Our principal task is definitely not job sampling but it is a tool at our disposal for the student unsure of a goal. Our principal consideration is providing job training for a student in the chosen career field or as close to it as the jobs available permit.

To diverge briefly, there is concern regarding the availability of a job station related to student goals. Hopefully these would be congruent but where not possible, consideration of the following incident may relieve some apprehension. A coordinator visited a potential job station and was given the opportunity to explain the program. The employer considered for several minutes and then said his business had several jobs in which a student could participate. These jobs only required a person who knew how to work; he, the employer, could teach the skills. He then asked, interestingly enough, if a student was available who had a farm background since in his experience these persons had learned "how to work." Many employers share this concern and indicates that where a congruent job station is not possible student needs can be at least significantly met by concern for his acquisition of this skill in an unrelated job. It is reasonable to assume this same employer and others are just as concerned with hiring full-time personnel with this characteristic as part-time.

Utilizing community expertise in the classroom is part of the total

coordination activity engaged in. To know where a student is, where the goals are and the apparent abilities to achieve these, and methods involved for achievement entails "coordination" activities with other teachers, employers, and counselors. A smattering of knowledge can be a hazard: assuming conclusions regarding students then unwaiveringly acting on these could conceivably prove harmful to students. Rather than tremble at the thought of this occurring it is more reasonable to obtain as much data as possible from all potential sources and, in conjunction with other professionals holding competencies in various fields, act on this information. As alluded to previously, changing conclusions and thereby a course of action is not necessarily indecision nor a faltering or faulty evaluation.

Students very often pay more attention and give more credence to people other than parents and teachers, particularly this may be true when dealing with subjects pertaining to a specific job. How is the student to know, indeed why should he, that a teacher was not born a teacher and may have found it necessary at various times to engage in work unrelated to teaching. Inviting employers, employees engaged in various skills and other community resource people including retirees into the classroom is a practice which achieves and maintains good public relations, provides data to students, enhances job station acquisition, and lends itself to program publicity. A community aware of a program and supportive of the program will virtually guarantee its success despite the coordinator. Newspaper articles and word-of-mouth publicity, the latter perhaps to a greater extent, are the

coordinators most potent program tool.

Attending conferences, completing reports, maintaining close relations with the administration, and follow-up studies of students are strong aspects of professional behaviors. These activities make possible a continuing and strong program both locally and state-wide as well as add to the further development of competencies acquired by coordinator/teachers. Whatever term applies, accountability, professionalism, participation, cooperation, the program requires administrative, community, and state support. Regardless of whether its operation occurs in-urban, rural, metropolitan or suburban areas, is part of a large school complex or the only vocational program in a small district, it is part of the state program. Local administrators are, in part, interested in its operation from a financial stand as well as its public relations benefits, students because they can earn, learn, and get credit, coordinator/teachers because it's a job easy to believe in, and the state makes it possible by accepting it as a valid occupational program to which very competent people at that level provide support and specific assistance.

An involved advisory board makes the job much easier; involvement occurs via participation with meetings the vehicle. The board does not, indeed should not, run the program but rather be another tool in the same manner as the DO coordinator is a tool with specific purposes. Curriculum suggestions, possible job-station location for particular students, discussion of and possible solutions for difficulties of program operation, and assisting with acquiring job stations are a few purposes. As each program

is unique as a function of administrative philosophy and coordinator characteristics so are specific advisory board functions. It should not be overlooked, however, that the maintenance, success, and credibility for the program lies directly on the shoulders of the coordinator/teacher of DO; this is where the buck stops.

The evaluation and objectives, both specifics as well as generalities, are suggestions. Others are just as credible, these being presented for information only. Whatever methods or criteria are used, they should exist to provide some method of measure and a goal. The lack of a goal for a person or program is the shortest route to "nowhere" -- DO is a "going" program with several destinations; the furthest one being a developing and progressively stronger program.

Additional coordination activities are communication and interchange with other local, state, and federal agencies. Examples are community action Manpower Planning System (CAMPS), Neighborhood Youth Corps (NYC), Youth Employment Service (YES), etc. Most definitely information from the Employment Security Department. Youth employment laws change and it is the responsibility of the coordinator to assist employers learn of these. Few employers prefer ignorance to compliance even if it results in even a temporary loss of a job station. The coordinator is asked and expected to answer questions. Too much not knowing or too many wrong answers are detrimental to a successful program.

DO coordination is a professional career. As such it is well to consider

an educational truism: learning is facilitated by motivation and an enthusiastic attitude is visible behavior of positive motivation. There is a great deal to learn regardless of the amount of experience a coordinator/teacher has because of changes that occur; with motivation this data is accumulated ready for use rapidly and accurately.

A STUDENT ORGANIZATION AND ACTIVITIES
FOR
DIVERSIFIED OCCUPATIONS PROGRAMS

Technical and social competence is essential to one's success. Assuming this premise to be true, it should be the aim of every educator to provide learning situations conducive to the developing of maximum efficiency in these two factors.

Diversified Occupations classroom instruction is one means of helping a student acquire these important essentials. He is given an opportunity to learn technical information and, to some extent, to learn social fundamentals; however, the classroom in many ways becomes an artificial thing. It falls short of matching point for point "real life" conditions. This being true, it is then obvious that other devices are needed for maximum results.

The Cooperative Diversified Occupations program has gone a step beyond regular classroom training. The Diversified Occupations student accepts a part-time job in an occupation compatible with his career objective. There he meets real problems, both technical and social. His Diversified Occupations teacher-coordinator and training station sponsor cooperate in planning a program of training where he may acquire needed knowledge and learn to perform necessary skills essential to his future success.

The third phase of training which has been incorporated as a part of other

vocational education programs is the student program of work or program of activities. In the Distributive Education program, the student's program of activities is known as DECA, while in other programs such activities are known as FBLA, VICA, FHA and FFA. In every case, history has proved these vocational student youth organizations to be invaluable to the training of individuals, regardless of age. This is principally true because they provide practical problems for men and women to solve. Students are allowed to come face to face with real life situations. In addition, it is the vocational education chapter activities which can:

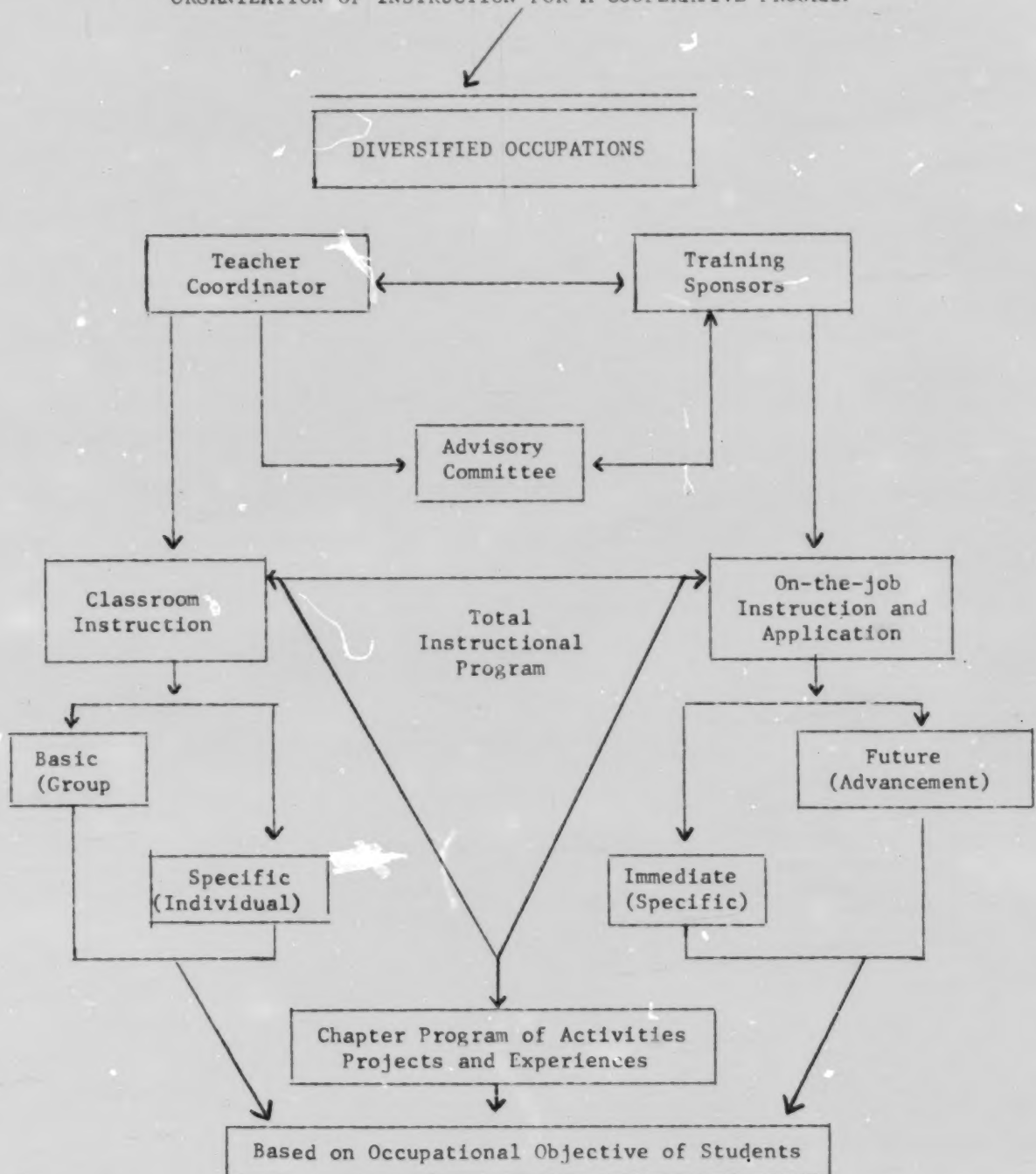
- satisfy basic psychological needs that are not wholly satisfied in the formal program of instruction.
- stimulate higher standards of performance for both student and teacher.
- serve to dignify and glorify career choice.
- establish rapport between student and teacher not possible in the formal program of instruction.
- establish freedom of individual expression not possible in the formal teaching program.
- serve as a method of teaching specific projects.
- encourage and contribute to job competency.
- develop an appreciation for advancement in a chosen occupation.
- develop an understanding of Civic and Social obligations of those engaged in an occupation.
- develop a sense of Individual Responsibility which contributes to mental and emotional stability.

- provide motivation and stimulation to help reach maximum potential of student and teacher.
- allow practical application of Diversified Occupations training through competition.
- provide business an avenue of participation.
- provide activity and recognition specifically designed for DO students on local, state and national basis.
- allow opportunity to appreciate, understand, and implement the unenforceable obligations of citizenship, and an awareness of the individual in our free, competitive enterprise system.

Some may still be confused as to the distinction between "classroom instruction" and "the program of activities of a vocational youth organization chapter." For example, let us assume the class is studying a project where an outside speaker is desired. The teacher makes the decision, invites the individual and outlines what is desired, introduces the person to the class, and later writes a thank-you letter for the speaker's efforts. This is strictly a teacher-planned, class project. If, however, the teacher makes it known that a speaker is desired for a specific subject on a certain date, then allows a committee of students to handle the project--make the invitation, introduce the speaker, write the thank-you letter, etc.--this becomes a chapter activity. It has been student-directed with the teacher serving as an advisor. To further clarify the relationship of chapter activities to a total DO program, please refer to Illustrations I and II.

ILLUSTRATION I

ORGANIZATION OF INSTRUCTION FOR A COOPERATIVE PROGRAM



OBJECTIVE: To provide student with technical knowledge and judgement skills, as they relate to his occupational objective, which will provide for student learning and future advancement beyond the initial job placement stage.

ILLUSTRATION II

POSITION OF CHAPTER IN RELATION TO OTHER FACETS
OF A DIVERSIFIED OCCUPATIONS PROGRAM

ELEMENTS	CLASSROOM INSTRUCTION	ON-THE-JOB TRAINING	D.O. CHAPTER
Nature of course	A body of knowledge: the discipline of distribution.	A method of instruction which is an integral part of the program, plus a source of supplementary knowledge.	A tool of instruction as a supplement to both classroom and training station.
Standards	Prescribed by coordinator.	Prescribed by employer and training sponsor.	Prescribed by other chapter members and individuals and groups outside classroom with whom in contact.
Motivation	Inspired by coordinator.	Inspired by employer and employment situation.	Inspired by conscious or unconscious competition with fellow club members.
Evaluation	By coordinator, based on standards of perfection determined by coordinator.	By employer and/or sponsor, based on standards determined by employer and employment situation.	By fellow members and sympathetic audience, allowing for immaturity and effort to achieve perfection.
Influence	Teacher-coordinator: Planning & arranging; Conducting; Responsibility for success.	Employer & sponsor: Planning & arranging; Conducting; Responsibility for success.	Student: Participate in planning and programming; Assume major share of responsibility for success. Coordinator: Advise and guide; Responsibility for guidance most likely to assure success.

REPRESENTATIVE ADVISORY COMMITTEES
OPERATIONAL GUIDELINES

Purpose of Advisory Committees

Some of the areas wherein the school occupational division should seek help, advice, and counsel from advisory committees are:

1. To assist in making community surveys of employment needs.
2. To help to verify need for training.
3. To provide tangible evidence that industry is supporting your program.
4. To help forecast trends affecting training and employment.
5. To assist in evaluation of the program.
6. To help interpret the program to the community, to unions, to employers.
7. To advise in planning facilities and establishing standards for shop and labs.
8. To assist as resource for job skill curriculum.
9. To assist in establishing standards for selecting equipment and instructional materials.
10. To counsel and support the teacher in technical or professional matters.
11. To recommend productive work to be used as instructional vehicles for accomplishment of course objectives.
12. To recommend standards for selection of students.
13. To help provide accurate occupational information.
14. To find placement opportunities for students.
15. To help develop cooperative work experience stations for students.

Advisory Committee Organization

Since the school is anxious to work with those people in the community who can contribute most to the success of the occupational programs, appointments to advisory committees demand considerable discretion. The success or failure of these committees depends largely on the ability and willingness of the members to contribute time and technical knowledge.

Membership

1. Industry representatives (management, labor, business, or the professions, depending on the particular occupational area to be served by the committee) should predominate in the committee membership structure.
2. Local associations of employers and labor groups, where they exist for the specific industry or occupational field, should be represented on the committee.
3. Members on the committee should be in a position in their companies or representative organizations either to recommend or actually to employ and train new employees.
4. Resource people from government agencies, suppliers, equipment manufacturers, the behavioral sciences, and other organizations in the community concerned with manpower utilization and training, should be engaged as consultants by the committee.
5. Members are appointed for a definite term of office serving from one to three years. Provision is made for staggered replacement so that

there will always be experienced members serving. Members may be reappointed for a new term.

The School Representative

He is considered an ex-officio member of the committee. He is present to seek advice, not to give it. His chief duty is to serve as secretary to the committee. He will prepare the agenda for each meeting in cooperation with the chairman. He is responsible for stating the problems involved in the program and present them to the advisory committee for discussion and recommendations. It is important that members of the committee be consulted in order to discover what the laymen believe to be weaknesses in the program and get new, original ideas for improvements and additions.

Some additional duties will include notifying members of time and place of meeting, arranging for meeting rooms, providing information concerning the school, and preparing reports. The school will assume the tasks of providing clerical assistance, including minutes, reports, recommendations, and special notices.

Meetings

The dates and times for each meeting of the advisory committee are to be determined by the school representative in consultation with the chairman. At least one meeting will be held during each quarter of the academic year. All meetings will generally be no more than two hours in length.

Agenda for the First Meeting of a Newly Formed Advisory Committee

The first meeting of a newly formed advisory committee is not quite like any other meeting the advisory group will have. It needs to be carefully planned if it is to start the advisory council off on a successful life.

A suggested agenda is as follows:

1. The vocational director, division chairman or division instructor introduces himself as chairman, distributes copies of the agenda for the evening, and appoints a temporary secretary.
2. Election of officers, including chairman and secretary.
3. Other persons present introduce themselves.
4. The chairman explains the advisory committee concept to the newly formed advisory committee, including a description of the kinds of activities in which such groups have engaged.
5. The chairman describes the steps to be taken in setting up the operating structure of the advisory committee and indicates that this should be first order of business at the next meeting. An example of a set of "rules of operation" is distributed.
6. The chairman suggests the program area or areas most urgently in need of immediate study by the advisory committee. To the extent that time permits, the advisory committee begins discussion and is terminated by the chairman as soon as an adequate foundation has been laid for continuing consideration of the program area at the next meeting.
7. The advisory committee sets the date, time and place for the next meeting.
8. The chairman adjourns the meeting.

Agenda for Regular Meetings

The temporary chairman should keep in mind that it is the school that seeks an advisory committee and must, therefore, provide the major part of the advisory committee's program of work. The advisory committee cannot be expected to "dream up" problems for itself to solve. It follows, then, that the school representative will do much of the structuring of the meeting agenda in consultation with the advisory committee chairman.

The typical advisory committee agenda will consist of the following items:

1. Call to order by the chairman.
2. Roll
3. Reading of the minutes.
4. Review of the agenda and additions or other changes.
5. Consideration of any necessary routine business items.
6. Consideration of problems or questions easily disposed of.
7. Reopening of the major area of study of the advisory committee.
8. Plans for the next meeting.
9. Adjournment.

Format for Meeting Notice

NAME OF SCHOOL, AREA, OCCUPATION, DIVISION, etc.

TO: Advisory Committee Members DATE:

FR: CC: (Staff, Guests, etc.)

RE: Advisory Committee Meeting

A Advisory Committee meeting has been scheduled as follows

1. Date

Day, Month/date, Year

2. Time

3. Place

Building, Room number, give directions if necessary or enclose map.

4. Agenda

4.1 -----

4.2 -----

4.3 -----

Please RSVP by calling (division secretary's name) at _____,
extension _____, by (give date).

THE REPRESENTATIVE ADVISORY COMMITTEE

Advisory committees have helped vocational-technical education programs in our State for twenty or more years; for ten or more years in our State representative committees have been required for all courses in the trades and in the industrial and service occupations. The Washington State Plan for Vocational Education requires that "local representative advisory committees shall be established to advise the school authorities regarding all trade and industrial programs. These committees shall consist of representatives from workers and employers."

A committee's advice for each training program must be sought by local school officials so these school officials may be informed about present industrial practices and be able to keep up with the changes in the equipment, materials, work procedures, and technical knowledge required by the business, industry, and occupation represented by the members of the committee. School people are able to keep abreast of changes in two occupations--that of teacher and the industrial trade they have worked at--but they cannot know training and retraining needs in the 100 or more occupations represented by vocational-technical courses in this State. School people must have help from employers--who put people to work in the industry and occupation, and from employee--who do the work and have the detailed know-how in the occupation.

There are two principal types of advisory committees: the craft or

occupation committee, and the general or over-all committee. The craft committee limits its advice to the training needs of one craft, trade, or other occupation, or a cluster of similar occupations in the industry. Since joint apprenticeship committees (J.A.C.) are organized like representative craft advisory committees and are best informed concerning training needs in the apprenticeable trades, an already organized J.A.C. for a particular trade may be requested to serve the school in an advisory capacity for that trade. This avoids confusion and duplication in certain committee activities. The general or over-all committee advises concerning training needs in all the occupations that vocational education might serve in the community. It may be made up of members of several already organized craft committees, or it may be the initial committee from management and labor representing many businesses and industries, trade and industrial, or service occupations in the community. In size, the general committee may be as large as 30, made up of 10 or 15 employers and an equal number of employees. The craft or occupation committee, on the other hand, is usually small, only four to eight, made up of two to four employers and an equal number of employees.

Advisory committees should be truly representative committees--representative in the community of business or industry and of the occupation or occupations in that industry. Since many employers belong to an association of employers in their business or industry that association--when it exists--should be asked to name representative employers in its industry to serve on an advisory committee. And since many employees belong to

an association, a technical society, or a union, the organization which they say represents them should be asked to name representative members to serve on the employee side of the advisory committee. The committee should be made up of equal numbers of employers and of employees. When there is not organization of employers, representative committee members must be obtained through other means, such as recommendation from individuals in the industry. And when there is no organization representing the employees, recommendations for committee membership should be sought from among those who know such workers.

An advisory committee can serve the school in the following ways:

1. Indicate the need for a vocational training course, both to prepare for employment and to upgrade and update those already employed.
2. Suggest the main units of the course--the things to do and to learn.
3. Advise the school about shop facilities and equipment for the course.
4. Advise the school about **persons who are competent workers in the occupation who would make good teachers for the course.**
5. Advise and assist the school in guiding and selecting students for the course.
6. Help determine the best shop or laboratory learning experiences and the most practical technical knowledge related to the industry or occupation.
7. Inform the industry and its employees about the training program, thereby improving the employment of course graduates.
8. Inform the public about the service performed by the school and encourage general public support for the school.

9. Evaluate the program, and advise of any needed changes to meet the changing needs of industry and its workers.

Whenever a new program is being planned in an educational center, the appropriate State Vocational Education Office should be informed. A copy of the minutes of an advisory committee meeting in which a new program is recommended, an instructor recommended, or any major change in a current program recommended, should be available upon request by the State Office.

EVALUATORY CRITERIA FOR D.O. PROGRAMS

1. Program is designed for all students age sixteen and older.
2. Employment competencies are stressed throughout the curriculum.
3. Exposes all students to the full spectrum of the world of work.
4. Provides coordinated occupational experiences and exploration in the real world of work.
5. Coordination provided within the school systems and business community.
6. Provides in-service conferences relative to state accountability, student follow-up procedures, and instructional methodology.

MINIMUM REQUIREMENTS FOR DIVERSIFIED OCCUPATIONS

One-Year Vocational Certificate

Candidates for vocational certification to coordinate Diversified Occupations programs must meet the following requirements:

- (a) Training or experience as a coordinator of a vocationally approved cooperative program.
- (b) Employment experience outside the field of professional education.
- (c) Capable of meeting the requirements for certification in the State of Washington.

Renewal - Renewable once by full-time coordinators on recommendation of school administrator unless original certificate was issued conditionally.

Three-Year Vocational Certificate

Candidates must have held a one-year vocational certificate and must have earned:

- (a) Thirty (30) clock hours of credit in Diversified Occupations State-called conferences or three quarter credits of approved professional subjects (courses pertaining to Diversified Occupations, Cooperative Education or Coordination of Cooperative Programs.)

Renewal - Renewable upon completion of thirty (30) additional clock hours of in-service preparation or three additional quarter credits of approved professional subjects.

Five-Year Vocational Certificate

Candidates must have held a three-year vocational certificate and must have earned:

- (a) Sixty (60) additional clock hours of in-service preparation or six additional quarter credits of approved professional subjects.

Renewal - Renewable upon completion of sixty (60) additional clock hours of in-service preparation or six additional quarter credits of approved professional subjects.

PLANNED COORDINATION

Introduction

Coordinators in the State have long agreed upon the importance of a planned program of coordination activities and have felt that a general outline guide of suggestions--what should be done and when--would be helpful. Preparing such an outline guide was the primary problem to which the eleven members of the 1962 Summer Session in Distributive Teacher-Education--Education 4761a--devoted themselves.

The following over-all planning suggestions were submitted by this group:

1. Plan the instructional program:
 - a. Prepare a flexible master plan for the year.
 - b. Prepare specific weekly lesson plans which cover parts of several different units each week.
2. Plan a coordination calendar covering the activities outlined for each month.
 - a. Record the following:
 - (1) A list of all training stations.
 - (2) A list of all potential training stations.
 - (3) A list of program promotion and development contacts.
 - b. Determine the number of calls you can logically expect to make each week, allowing time for meetings, etc.

- c. Group lists according to location.
- d. Based on the number of calls you can make in a week, assign yourself that number of specific places to contact each week for the entire quarter.
- e. Keep a record of what transpires at each call.
- f. Keep administration advised of schedule.
- g. Have several contacts in each training station.

Activity	Before School Begins	September
Advisory Committee	Prepare for and plan initial meeting. (Coordinators guide - pp. 45-51)	Hold initial meeting. (C.G. pp. 52-55) Evaluate meeting. (C.G. p. 56)
Surveys	Survey community for Potential Training Stations. Survey community for Potential adult course needs. (Coordinators Guide - pp. 57-60; A1-A13)	School and students, (C.G. - 60: A-15) Former students, about possible jobs.
Public Relations and Program Promotion	Determine Goals. Develop PR calendar for year. Contact: Steering and/or advisory committee; Local news media; Parents; Service Clubs. Send letter announcing program. (Coordinators Guide - pp. 63-67)	Continue external contacts. Internal: Student bulletin board; display calendar for faculty room. Other external: PTA, Bus. & Ind., Professional, School Personnel Director.
Enrollment		Student conference (new students).
Selection		Final selection. Enrollment changes.
Training Station Development and Establishment	List all potential training stations. Identify training sponsor of each student. (Coordinators Guide pp. 79-86; A49-A55) Personally contact potential T. S. Sell idea of trainee to employers.	Students apply for work. Seek new training stations. Follow up on businesses previously visited. Train students in job application. Identify additional training sponsors.
Placement	Determine student needs and interests. Continue to work with unplaced students. (Coordinators Guide pp. 87-90; A57-A61)	Complete placement. Compile student records. Train students in job application. Establish specific number of applications required.
Instruction and Coordination	Set up coordination time schedule for year. Lay out tentative lesson plans for year. Duplicate report forms to be used. Attend Teacher Training Conference.	Class objectives. Student requirements. Initial contact to develop training profile and establish its use.
DO Clubs	Initiate steps to set up a club: Determine and list values; Secure authorization; select materials for initial use. (Coordinators Guide pp. 114-144; A171-A187)	Outline club program. Discuss constitution. Develop temporary organization (C.G. pp. 116-175.) Tentative program of work. (C.G. pp. 117-118.)
Adult Program	Discuss possible adult programs during training station development. (Coordinators Guide pp. 17-20; 145-147).	Begin first adult course.

Activity	October	November
Advisory Committee	Individual contact. Establish occupat. committee for adult programs.	Ask advice on holiday problem
Surveys	Seasonal placement needs.	
Public Relations and Program Promotion	Classroom: School paper; bulletin board; display windows; faculty lounge calendar. Community: Communications media; Club, Church, PTA, Industrial media.	Student speakers at clubs. Publicize Gov. meet attend. Prospect tr. stations. Keep calendar up to date.
Enrollment		
Selection		
Training Station Development and Establishment	Visit possible training stations. Enlist help of established groups. Inform & re-inform employers as to purpose of DO: News letter, personal contacts.	Place suitable seasonal help. Short visit to training stati
Placement	Determine seasonal placement needs.	Unemployed in seasonal occup.
Instruction and Coordination	Individual assignment sheets. Complete first round with training profiles.	DE Form I to state office. Student evaluation A91. Individual assignment sheets. Contact sponsors about traini profiles at end of 12 weeks.
Dj Clubs	Elect officers. Governor's conference. (C.G.- pp. 132-140) Send to W-DECA reporter.	Send class leaders to trainin session, p. 157. Make Xmas plans.
Adult Program	Survey for sales course in seasonal	Initiate additional sales cou

Activity	December	January
Advisory Committee	Leave them alone.	Prepare and plan for 2nd meeting. (C.G. p. 52-10a(2).)
Surveys	Buying habits of season.	
Public Relations and Program Promotion	Xmas Idea utilization. Class activity publicity. Publicize program in relation to Xmas season, providing special training. (i.e. gift wrap).	
Enrollment		
Selection		
Training Station Development and Establishment	Short visit to training stations.	Re-survey area for training stations. Re-inform employers of the DE program: News letter; Personal contact. Visit training stations.
Placement		
Instruction and Coordination	Individual assignment sheets. Complete training profile work during first week, at latest, Adjust annual lesson plan guide.	DE Form I to State Office. Student evaluation A93. Individual assignment sheets.
DO Clubs	Prepare Xmas displays	Lay out spring program. Have guests from other clubs. Send story to W-DECA reporter.
Adult Program		Maintain established program. Coordinate tentative programs.

Activity	February	March
Advisory Committee	2nd meeting.	See individually when needed.
Surveys	Teen-age Buying Habits	
Public Relations and Program Promotion	(C.G. p. 67) Follow-up all previous.	Internal: Talk to classes - paper - bulletin board. External: Students speak to organization communications - media on DECA conference, guest speaker.
Enrollment	In-school promotion Faculty Bus. Ed. students; Open House	Publicity to Jr. Class School paper; Handouts A17; A Letters to parents.
Selection		Review applications; prepare personal interview (A-53, A-3) Personal interview (C.G. p.77) cumulative Info. form (A-47)
Training Station Development and Establishment	Visits training stations. Remind employer that this good worker is your DE student. Visit & re-visit possible training stations, telling of others operating.	Survey stations for cooperation next year. Visit possible training stations Visit present training stations
Placement		Begin placing juniors for following year.
Instruction and Coordination	Training Profile. (End of 24th week) Individual Assignment Sheets.	DE Form I to state office. Student Evaluation A95 Individual Assignment Sheets.
DE Clubs	W-DECA Conference preparation Travel Contest Preliminary banquet planning.	Continue conference plan and preparation. Collect money, make necessary arrangements. Attend conference.
Adult Program	Same as January.	Same as January.

Activity	April	May-June
Advisory Committee	Advise of final meeting next month. Collect surveys or information for evaluation.	Letter from supt. thanking for cooperation. Personal thanks. Final meeting.
Surveys	Present summer needs. New student placement.	Effect of survey Student analysis.
Public Relations and Program Promotion	Students promote among peers. Program selling to students School paper with pictures.	DO banquet. Invite: State office, Adv. Comm., Sponsors, Owners, Managers, City Officials, School Board Administration. Help with some phase of Mother-Daughter Tea or other spring activity.
Enrollment	Orientation Meeting for interested students. (Application - A29, A-31, p. 2, p. 79 C.G)	
Selection	Review A-47 p. 77 - 1-7 Final Selection, p. 77- 9-11	Double check list: Meeting Summer contact.
Training Station Development and Establishment	Follow through on March survey. Check next fall's students. Seek new training stations.	Place next fall's students. Remind employers that good workers are from DE. Seek new training stations.
Placement	Contact employers to see if DE students can be retained on full-time basis. Continue contacts. Make students responsible for placements.	Place remaining students.
Instruction and Coordination	Individual Assignment Sheets.	Training profile final contact. DE Form I to state office. (Final) Student Evaluation A-97. Individual Assignment Sheets. Descriptive Report to state office
DO Clubs	Complete records, reports, and other incomplete projects. Banquet plans. Send story to W-DECA reporter.	Employer-Employee banquet. Clear files. Nat'l Leadership Conference (May 1-5)
Adult Program	Maintain programs.	Survey Adult DE for possible summer programs.

Activity	After School Closes	
Advisory Committee	Printed review of year's activities. Replace or rotate members.	
Surveys	Community, for training stations. Full time employment. Follow-up of graduates.	
Public Relations and Program Promotion	Internal: Counsellors, Administration. External: Comm. media, scholarships, success stories, student plans, Speak to service clubs.	
Enrollment	Student conferences New students Change of program	
Selection	Present interview Basic Instruct.	
Training Station Development and Establishment	Keep in contact with students as to job placement and application. Plan interview with prospective employers. Survey for possible training stations.	
Placement	Make complete check of repeat training stations available. Be sure students know you are available. Have past students advise as to openings.	
Instruction and Coordination		
DO Clubs	Alumni meeting.	
Adult Program		

COOPERATIVE DIVERSIFIED EDUCATION PROGRAM PROPOSAL
(as would be required and approved by the State)

Occupational Identification

A diversified occupations course coordinated with actual employment experiences providing for related class and work experiences directed toward each students specific vocational goal in a cooperative arrangement between the school(s) and local businesses (work stations).

These two experiences are planned and supervised by the school and the employer so that each contributes toward the students education and employability in a coordinated manner.

Need

The unemployment rate in (_____ County) consistently falls between 7% and 10% (6% and 8% over the past 10 years) and in 1969 was 7.6% of the population according to statistics compiled by the State of Washington Employment Security Department. In addition, approximately 15% of the seniors enter college (7% of these complete a 4-year program) leaving about 85% of the students as permanent job seekers. Whether employment is to be sought within or away from _____ County the need for competitive training and experience is evident.

Student Characteristics

Generally students from grades 9 through 12 who are 16 years and older would be eligible for the program. Potential drop-outs and students who

appear able to benefit from training and experiences related to the value and satisfaction of gainful employment would be encouraged to participate. Students in Special Education who would vocationally benefit from such training would be included.

Objectives, Type of Instruction, and Facilities

The objectives are divided into four categories: student, school, employer, and community. In general these are described as follows:

1. Student

- a. gain knowledge and attitudes necessary for successful job performance
- b. develop good work habits, personality and poise
- c. learn how to get along with fellow workmen and employees
- d. develop appreciation of the value of wages and handling of personal finances.
- e. understand and appreciate relationship between formal education and vocational goals
- f. learn specific job skills and explore related areas.

2. School

- a. relate academic training and job requirements
- b. utilize community facilities in educating students
- c. increase schools ability to hold students in school thereby increasing that students employability
- d. assist student in occupational guidance
- e. assist school in keeping abreast with business and industrial developments

- f. relate community needs and academic training
- g. further develop school-community relations
- 3. Employer
 - a. provide employers with competent, trained people at a later date
 - b. provide part-time help with people already interested in that occupation
 - c. augment employer's job training with class work
 - d. reduce employee turnover by having already adjusted personnel to hire later full time
- 4. Community
 - a. provide community with increased source of well-trained people
 - b. increase the possibility that young people will remain in the community as productive persons since they will already have found a place in community life

Type of Instruction

1. A regular classroom is the basic facility used for related vocational instruction conducted one period daily and covering the following areas of instruction:
 - a. scope, purposes, goals of the program
 - b. successful employment attitudes, habits, and behaviors
 - c. locating and applying for a job
 - d. employment application and interview
 - e. job opportunities in various occupations

- f. general job requirements
 - g. employer-employee relations
 - h. public relations
 - i. industrial organization
 - j. labor unions functions, structure, relation with business
 - k. labor laws
 - l. tax laws, purposes, compliance
 - m. community, state, national economics
 - n. personal finances and budgeting
2. On-the-job instruction by employers in various skills of occupation
 3. Coordination of class and work experience leading to increased student competency in selected job field
 4. Duration of class and work experience will be for regular school term and where possible during the summer.

Occupational Experience

1. On-the-job experience in occupational areas for each student will be given by employers as it relates to specific job skills and class instruction will coincide as much as possible with this experience accomplished by weekly coordination consultations between coordinator and employer.
2. Class loads will not exceed 25 students.
3. The instructor of the classroom is a certified D.O. vocational teacher and allotted time for coordination purposes.
4. The program director has instructor-coordinator experience and will

be on an extended 11 month contract to maintain summer activities of coordination, planning for the following school year, report preparation and attend conferences.

Advisory Committee (see "Advisory Committee")

An advisory committee has been established and names and jobs are listed on an attached sheet.

The advisory committee will assist in the finalizing of plans for the Cooperative Vocational Education program, help locate job stations for students, and advise the director on curriculum content for classroom instruction.

Instructors

The director-coordinator holds vocational certification and is experienced and qualified for this position having directed and coordinated a similar program in this community for the 1969-70 school year.

Follow-up

1. Follow-up studies of students will be made each year and a record kept for ten years of the occupation of those completing the program. Assistance will be given in the job placements of those enrolling in the program.
2. The Occupational Advisory Committee will evaluate these follow-up studies and advise on any changes in the program.
3. The program will be evaluated by the success in job placement and occupations and tenure of those completing the program.

4. Acceptance of the program by the community and businesses in the area will also be a measure of evaluation.

Student Records

1. Students will receive school credit in a related vocational or academic area to their work training.
2. Each student will submit career objectives, a record kept of their job attendance, name and type of employment stations, and earnings. These will be checked by the coordinator and employers.

Provision for Leadership Training

All provisions for employment will meet the legal requirements of the State of Washington under the Department of Labor and Industry regulations.

Reimbursement of Students and Employers

Students in the program will be reimbursed by the employer under the provisions of the State of Washington minimum wage laws.

STUDENT EMPLOYMENT RECORD

DIVERSIFIED OCCUPATIONS

Student's Name Jane C. DoeEmployer D. & C. General MerchandiseDescription of Job Store Room Clerk

Month	Date	Hours	Wages/ Hour	Daily Amount
September	5	8	1.30	10.40
	12	8	1.30	10.40
	19	10	1.30	13.00
	26	10	1.30	13.00
MONTHLY TOTALS		36	1.30	46.80

WEEKLY RECORD OF COOPERATIVE DIVERSIFIED OCCUPATIONS

Student _____ Period of this report _____

Business where employed _____

1. DUTIES, RESPONSIBILITIES, AND JOBS PERFORMED

Responsibility, Duty, or JobHours Spent

_____	_____
_____	_____
_____	_____
_____	_____

2. Describe the new knowledges and skills learned on the job. _____

3. Describe the difficulties and problems encountered on the job. _____

4. Summary of hours worked and earnings.

<u>Date</u>	<u>Check-in-time</u>	<u>Check-out-time</u>	<u>Hours Worked</u>	
			<u>Regular</u>	<u>Overtime</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total Hours _____

Regular hourly rate _____
 Overtime hourly rate _____
 Total earnings _____

Earnings for regular hours _____
 Earnings for overtime hours _____
 Less Deductions _____

NET EARNINGS FOR THE PERIOD _____

STUDENT FOLLOW-UP REPORT

Date of Report _____
Year of Graduation from (name of high school) _____

1. Are you presently attending college or a private institution? _____
Name of institution _____
2. Are you employed? _____ Full-time _____ Part-time _____
Employing agency _____
What type work are you doing? _____
3. Do you feel that your high school vocational education program was adequate in preparing you for your chosen vocation or college training? Please comment on ways the vocational program could have given you a better preparation.

4. Since you were a participant in the co-operative work (Diversified Occupations) Program, please comment as to the worth of such a program. Did it help you? If so, in what ways? _____

5. Your future plans _____

SUMMARY: DIVERSIFIED OCCUPATIONS
1st YEAR FOLLOW-UP PROGRAM
(Date)

Total number of students: 52 Total number of students contacted: 48
Percent of total number of students contacted: 77%
Percent of total number of students now employed: 73%
Percent of total number of students in post-high school education: 87%
Percent of total number of students unemployed: 27%
Boys: 6%
Girls: 21%
Percent of total number of female students married and unemployed: 14%
Percent of total number of girls unmarried and unemployed: 6%

State of Washington
COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION
P. O. Box 248, Olympia

SCHOOL

COORDINATOR

SEMESTER

DATE _____

[illegible]

NAME OF STUDENT (List Alphabetically, LAST Name First.)	AGE	SEX	CLASS ENROLLMENT PERIODS PER DAY	EMPLOYMENT STATION		CA- REER OBJ. O.E. CODE	TIME WORKED TO DATE		GROSS TOTAL EARNED TO DATE	AVE. WAGE PER HOUR
				NAME OF EMPLOYMENT STATION	POSITION		ON SCHOOL TIME	GRAND TOTAL HOURS		
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
ENROLLMENT SUMMARY:				GRAND TOTALS						
Male _____				(Cumulative from semester to semester)						
Female _____										
TOTAL _____										

EMPLOYMENT
SUMMARY: (No. of
Students
Employed)

Male _____
Female _____
TOTAL _____

CLASS TIME DAILY: From _____ to _____

COORDINATION TIME DAILY: From _____ to _____

Semester No. _____

Coordinator's Signature _____

DIVERSIFIED OCCUPATIONS DEPARTMENT

Student's Name _____ Age _____

This student learner will have auto insurance with the _____

_____ Company in the amount of _____

and _____ while enrolled in diversified occupations.

Signature - Parent or Guardian

DIVERSIFIED OCCUPATIONS DEPARTMENT

Student's Name _____

This student has 24 hour school insurance with the _____

_____ Insurance Company of _____

from _____ to _____.

Signature - School Business Manager

THE RESUME

Attached are suggestions to the retiring person on resume writing. They can be used as a guideline for promoting your new career.

A resume is a summary of what you have to offer an employer, or a particular type of position. It is your advertising. Its purpose is to interest the prospective employer in buying what you have to sell--skills, knowledge, abilities, and experience. First and foremost, it is for the purpose of trying to promote an invitation for an interview or for submission of an actual application for a specific job.

Before writing the resume, LOOK AT YOURSELF. Start now. Get pencil and paper and begin to fill in your chronological list according to the sample form. Make brief notes after each significant year. This will furnish ready information for your future preparations--addresses, references, interviews, and applications.

The suggested outline for your resume: the following items should be observed:

- References should be saved for the interview or job application form.
- Do not list salary desired. Save this for personal discussion. Try to find out about a company's salaries before the interview.
- Do not send carbon copies. A good photo or mimeograph copy is acceptable, but an original is preferred.

- The use of etc. should be avoided.
- Do not limit yourself as to area, salary, or position without deciding which is more important and which one you would be most willing to sacrifice.
- No matter how good you are, or think you are, you don't usually start at the top. Are you willing to accept what appears to be a stepdown in authority, responsibility, and salary? A business firm will pay you only for what you can contribute to the firm.
- Limit the resume to two typewritten pages. A massive detailed resume may end up in the circular file.

SUGGESTED OUTLINE FOR YOUR RESUME

Note: Keep in mind that the resume you prepare will represent you at the employer's desk. It should never exceed two pages. There is no set or even one best way to write a resume because any resume is a reflection of an individual.

I. HEADING

Give identifying information

Name

Address

Telephone Number

II. OBJECTIVE (Occupational interest and goal)

This is the statement that "captures interest." Weigh your experience and state what you are best qualified to do. If your background qualifies you for several jobs, list them in the order of preference. Be brief. It is possible a reviewer may not proceed beyond this statement if you cannot "capture interest."

III. WORK HISTORY

Organize by job or function.

A. By job: List recent experience and work backwards. Include WHAT you did, HOW you did it, RESPONSIBILITY you had.

B. By function: Use this method if most of your experience was concentrated in a field of work.

List in order of preference. Be brief.

IV. EDUCATION

High School - use only if no higher degree

Other - include special courses and training if information supports job preference. Include date to show recency.

V. PERSONAL DATA

Date of birth

Marital status

Height and weight

Health

VI. MISCELLANEOUS INFORMATION

Special skills

Hobbies

Languages - speaking, reading, writing ability

Professional contributions and achievements

Membership in organizations

Officer or board member of civic organization

COMMUNITY SURVEY

Name of firm _____ Owner _____ Chain _____ Indep. _____
 Address _____ Manager _____
 Phone _____ Person Interviewed _____
 Mailing Address _____ Type of Business _____
 Hours of Business _____ to _____ Days: M T W T F S Sunday (circle)

Employees	Full	Part
supervisors		
sales people		
stock		
other		
other		

How many new employees each year? _____

Greatest reason for employees leaving employment? _____

Have you ever used high school students?
 Yes _____ No _____

What is your impression of the high school worker? _____

Would you consider using a student on a work-learn basis? _____

(Front of form)

DO program was explained and understood. Yes _____ No _____

Comment: _____

List training needs _____

Co-op training desired: Yes _____ No _____

Adult training wanted: Yes _____ No _____ Date for call back _____

Plan of action: _____

Member of a trade association? _____ If so, please name _____

(Back of form)

JOB OPPORTUNITY QUESTIONNAIRE

DIVERSIFIED OCCUPATIONS, _____ HIGH SCHOOL

Name of Store _____

Name of Owner or Manager _____

How many cooperative workers do you plan to take? _____ Boys? _____ Girls? _____

Employment Schedule: _____ No. of Hours

Monday	From _____	To _____	_____
Tuesday	From _____	To _____	_____
Wednesday	From _____	To _____	_____
Thursday	From _____	To _____	_____
Friday	From _____	To _____	_____
Saturday	From _____	To _____	_____
Sunday (?)	From _____	To _____	_____

Would you like to have these workers for special sales days? _____
Christmas period? _____ Easter period? _____ Any other special
periods? _____

What will be the best time for them to report for an interview? _____

To whom will they report for the interview? _____

Are there any special working papers which you will require them to have?
If so, what are they? _____

Return to: _____

APPLICATION FOR ADMITTANCE INTO THE COOPERATIVE EDUCATION COURSE

Name of Student _____ Date _____

(last) (first)
Age (last birthday) _____ Date of Birth _____ Height _____ Wt. _____

Physical Condition _____ Remarks _____

Address _____ Telephone Number _____

Mother's Name _____ Occupation _____

Father's Name _____ Occupation _____

Occupational Plans _____

HIGH SCHOOL CREDITS: (Including ninth grade)

English _____ Social Science _____

Mathematics _____ Foreign Language _____

Science _____ Commercial _____

History _____ Vocational _____

What subjects do you need for graduation? _____

Do you intend to go to college _____ Reason _____

Have you ever been employed before? _____ Where? _____

What did you do? _____

(If additional space is needed, use back of this sheet.)

In what extra-curricular activities have you taken part? _____

_____ List those you wish to take
part in this year: _____

List as references three teachers under whom you have studied for at least one
semester: _____

If you are accepted in the cooperative Diversified Occupations course, do you
agree to put forth your best efforts in completing your training? _____

(Signed) _____
(Student)

I consent to _____ entering the Diversified Occupations course, and
agree to cooperate with the school and the training agency.

(Signed) _____
(Parent or Guardian)

APPLICATION FOR RELEASED TIME SCHOOL-WORK PROGRAM

This application is prepared by the student desiring early dismissal from classes to report for work at an approved training station. Provision is made for necessary approval by school officials concerned.

_____ High School

Cooperative Work Experience Program

Application for Released Time

REQUEST FOR PROGRAM CHANGE

Date _____

Student _____

Firm Name _____

Home _____
Room _____ Phone _____

Address _____

Travel time necessary from school
to place of business _____

Firm's _____
Telephone No. _____

Effective date of released time
work schedule _____

Training Supervisor or
Employer _____

WORK SCHEDULE HOURS

H
O
U
R
S

FROM

TO

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

STATEMENT TO BE SIGNED BY PARTICIPATING STUDENT: "I understand that the policy of the school states that if I am sick enough to absent myself from school, I am too ill to attend my job. It is understood that any infractions will be considered as truancies and will affect my remaining in this program."

Student's Signature _____

Date _____

1. _____
Teacher-Coordinator
2. _____
Principal's Approval
3. _____
Counselor's Approval

SAMPLES

Student ID

STUDENT IDENTIFICATION Not valid unless photo is fastened here.		This is to certify that	

		is a co-op student at	

		_____ Age _____ Grade _____	

_____		_____	
Signature of Teacher		Work Time	

CARD OF INTRODUCTION

Date _____	
To: _____	
(Business Firm)	
This is to introduce _____	
(Student's Name)	
a _____	Student
(Name of Program)	
at _____	High School.
(School Name)	
He/She is applying for a job with your firm.	

Signature	

CONFIDENTIAL PERSONAL REPORT

STUDENT _____ DATE _____

SUBJECT _____

Please place a circle around the word which best describes the characteristics of the student:

PERSONALITY:

Clothing:	Appropriate	Neat	Untidy
Face and Hands:	Clean	Unkept	Dirty
Manner:	Poise and Ease	Ease	Nervous
Peculiarities:	Interesting	Distracting	Offensive
Courtesy:	Well-mannered	Respectful	Insulting
Disposition:	Magnetic	Pleasant	Irritable
Cosmetics:	Artistic	Moderate	Overdone

PHYSICAL FITNESS:	Exceptional	Suitable	Unsuited			
COOPERATION:	Cooperates	Needs Direction	Disturber			
EMOTIONAL STABILITY:	Well-balanced	Good	Little control			
INITIATIVE:	Creative	Good	Imitative			
RESPONSIBILITY:	High Degree	Good	None			
SERIOUSNESS OF PURPOSE:	Aggressive	Good	Lazy			
EDUCATIONAL BACKGROUND:	Good	Fair	Poor			
APTITUDE:	Successful	Good	Poor			
PROMPTNESS:	Times Tardy _____	Days Absent _____				
GRADE IN YOUR CLASS:	A	B	C	D	X	S

COUNSELORS PLEASE COMPLETE:

CUMULATIVE GRADE POINT _____

SUBJECTS FAILED _____

CREDITS EARNED _____

STANDARDIZED TEST GRADES _____

CONFIDENTIAL PERSONAL REPORT

Student: _____

<u>CHARACTERISTICS TO BE RATED</u> (Check column best describing each characteristic)	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
<u>DEPENDABILITY:</u> Prompt, sincere, consistent, able to work without supervision, truthful, follows instructions.			
<u>CULTURAL REFINEMENT:</u> Courteous, considerate, appreciative, good manners, respectful.			
<u>LEADERSHIP:</u> Aggressive, forceful, imaginative, good judgment, resourceful, able to inspire others to act.			
<u>INDUSTRIOUSNESS:</u> Persistence, good work habits, makes wise use of his time.			
<u>MENTAL ALERTNESS:</u> Attentive, interested, observing, eager to learn, memory.			
<u>THOROUGHNESS:</u> Accurate, sustained interest, completion of work, careful.			
<u>PERSONAL APPEARANCE & GROOMING:</u> Clean, unoffensive, neat appearance, orderliness, poise.			
<u>ABILITY TO GET ALONG WITH OTHERS:</u> Adaptable, friendly, tactful, co-operative, willing to be counseled, respects others, has a sense of humor.			
<u>SOCIAL HABITS:</u> Attitude, self-control, thoughts of the mind, honesty. Not inclined to argue, complain, give excuses or excessive or loud talking.			

TEACHER'S RECOMMENDATION SHEET FOR COOPERATIVE EDUCATION STUDENTS

Date _____

Pupil's Name _____

Selection _____

This pupil has applied for admittance into the cooperative education course and has submitted your name for reference. Will you please rate this pupil on the following:

	Poor	Fair	Good	Excellent
Standing in your course				
Loyalty				
Initiative				
Dependability				
Attitude				
Personality				

Standing - Pertaining to Scholarship.

Loyalty - Pertaining to Teacher, Fellow Students, School.

Initiative - Is he resourceful?

Dependability - Can he be depended upon to do the right thing at the right time?

Attitude - As to his Teachers, Fellow Students, his Work.

Personality - The impression he makes on others.

Do you recommend that this student be admitted to the cooperative education course?

Remarks: _____

Teacher's Signature _____

PERSONAL INTEREST FORM

Name _____ Address _____ Phone _____

Do you: Select your clothes _____ Buy them _____ Make your bed _____ Mow the lawn _____ Clean your room _____ Wash or dry dishes _____ Empty garbage _____ Other chores? _____

Do you like to be with others? _____ Younger? _____ Older? _____ Same age? _____ Attend church? _____

Organizations you belong to, offices held: _____

What are your hobbies? _____

What instruments do you play? _____ Do you sing? _____ What other talents? _____

H. S. subject you liked most? _____ Least? _____ Do you like picnics? _____ Dances? _____ Three sports you like to watch _____ to play _____

Activities you and your father do together _____ You and your mother _____

Do you drive to school? _____ Your own car? _____ If so, is it paid for? _____ License number? _____

Do you have to work? _____ Why? _____ Do you have: A savings account? _____ Amount _____ Car insurance? _____ Amount _____ Life insurance? _____ Amount _____ Do you pay premiums? _____

After finishing school, in what occupation do you hope to earn your living? _____

WORK EXPERIENCE:

Where? (last job first)	Employer's Name	Kind of Work	Dates From-To
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

REFERENCES:

Three adults who can attest to your ambition and integrity. (Not relatives)

Name	Home Address	Business Address	Phone	Position
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

JOB APPLICATION REPORT
(To be prepared in duplicate)

Student's Name _____ Date _____

Name of Business _____ Address _____

Type of Business _____ Interviewer's Name _____

Interviewer's Position _____

Position Applying For _____

Reason For Applying _____

Did you get the job? _____ (If answer is yes, copy next work on bedsheet and display prominently.) YIPPEE! (Use red paint.)

Starting Date _____ Estimated Weekly Hours of Work _____

1. Did you visit the establishment with an eye to working there prior to actual date of application? _____
2. Did you go in for interview alone? _____
3. Call-Back Date _____ Best time of day _____
4. What was employer's reason for not hiring you today? _____
5. Why do you think you didn't get the job? _____
6. To what questions, or information asked, did you have difficulty in responding? _____
7. Did you feel adequately prepared for this application experience? _____
8. What, if anything, will you do differently on your call-back? _____
9. What, if anything, will you do differently on your next job application? _____
10. Are you discouraged? (Circle appropriate answer) No NO! NO!!!
11. What was your impression of the business, based on the interview? _____
12. What was your impression of the interviewer, based on the interview? _____

PERSONAL DATA SHEET

Name _____ Address _____ Phone _____

Age _____ Birthdate _____ Social Security No. _____ H.R. No. _____

H.R. Teacher _____ Grade (now) _____ Study Hall(s) _____

Teacher(s) _____

Height _____ Weight _____ Health (Good-Fair-Poor) _____ Recent Illnesses _____

How many days have you been absent this year? _____ Reasons _____

Father _____ Employed by _____

Mother _____ Employed by _____

Would you be available for work this summer? _____ Have you ever been em-

ployed? _____ If so, what type of work? _____ Name of business _____

Why did you leave? _____

What do you plan to do after graduation? _____

Reason for this choice _____

Do you plan to go to college? _____ If so, what major would you follow? _____

What is your overall grade average this year? A B C D _____

What is your lowest semester grade? _____ What subjects, if any, have you

failed while in high school? _____ What reason can you give for your

failures? _____ Do you feel you are capable of

carrying 3 class subjects, with no study periods, working until 5:30 or 6:00

each day and all day on Saturday? _____

Are you willing to do the work necessary to develop good ability? _____

Why do you think you would like a selling job? _____

How did you first become interested in DO? _____

List any honors or awards you have received _____

List any club membership and offices held (a) _____

(b) _____ (c) _____

Below are listed 15 types of businesses (wholesale and retail) in _____.

There are many more, but these are typical. Place a (1) before the one you

think you would like best to receive training in, a (2) before the one you

think you would like next best, and a (3) before your third choice.

() Grocery () Hardware () Department

() Variety () Furniture () Women's Ready-to-Wear

() Men's Wear () Jewelry () Lumber & Building Supplies

() Shoe Store () Service Station () Auto Parts & Accessories

() Drug Store () Misc. Wholesale () Office Supplies

Now, tell why you marked them as you did.

1. _____

2. _____

3. _____

List three teachers under whom you have studied this year: 1. _____

2. _____ 3. _____

STUDENT SCHEDULE

Name _____ Phone _____

Parent's or Guardian's Name _____

Address _____

Where you are working _____

Address _____

Employer's Name _____ Sponsor's Name _____

Hours at work:

	From	To
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____
Saturday	_____	_____
Sunday	_____	_____

Period	Subject	Teacher	Room
1.			
2.			
3.			
4.			
5.			
6.			

Locker Number _____ With whom _____

STUDENT STORE SCHEDULE:

Day	Morning	1st Lunch	2nd Lunch	Afternoon
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

ON-THE-JOB TRAINING PLAN

High School

Student _____ Age _____
Type of Work: _____
Homeroom _____

Beginning Hourly Wage: \$ _____
Raise #1 - Date _____ \$ _____
Raise #2 - Date _____ \$ _____

Firm Name _____
Address _____
Telephone _____
Training Supervisor _____

Normal Work Schedule Hours:

	M	T	W	Th	F	S
From						
To						

It is expected that the student worker will engage in some of the following work experience, during the course of his or her employment: (Check)

Stock Activities

_____ receiving merchandise
_____ check mdse. against order/invoice
_____ price and mark merchandise
_____ determine retail price
_____ bring mdse. to selling area
_____ display mdse. in selling area
_____ order mdse.
_____ take inventory
_____ perform housekeeping duties
_____ prepare mdse. for delivery
_____ perform delivery
_____ other _____

Selling Activities

_____ sell mdse. to customers
_____ handle returns
_____ perform other customer services
_____ use cash register
_____ complete sales checks
_____ keep sales tally
_____ wrap merchandise
_____ suggest items for store purchase
_____ maintain stock control system
_____ take stock counts
_____ maintain stock
_____ other _____

Cashiering Activities

_____ use cash register
_____ package mdse.
_____ maintain supplies
_____ maintain mdse. stock
_____ check out cash register
_____ deposit receipts
_____ other _____

Specialized Activities

_____ participate in store promotion
_____ assist in advertising
_____ perform general store display
_____ perform window display
_____ confer with buyers and salesmen
_____ work in credit department
_____ work in control
_____ work in personnel
_____ formal classroom trng., (hours per week)
_____ other _____

Advanced Activities

_____ instruct new employees
_____ supervise employees
_____ other _____

NOTE: It is expected that the student worker shall be paid in accordance with the provisions of Federal and State labor laws, and regulations of the Bureau of Internal Revenue. The coordinator should be notified of changes in duties, problems as they arise, and areas where classroom instruction or individual consultation by the coordinator may increase the usefulness and productivity of the trainee. The work station supervisor will be asked to evaluate the student worker periodically.

Employment Period:
Start _____ 19_____
Terminate _____ 19_____

Signatures:

Employer _____
Student _____
Parent _____
Teacher-Coordinator _____

Name _____

Name _____

DAY	DATE	TOTAL HOURS WORKED	HOURS WORKED ON SCHOOL TIME
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
TOTAL			

Total earned for week \$ _____

Total amount of sales for week \$

[illegible]

COORDINATOR'S CALL REPORT

To be used in interviews with employers, parents, teachers, and others.

Student's Name _____

Training Agency _____

Date _____

Person Interviewed _____

Comments on student: _____

Suggestions: _____

Time spent on interview _____

COORDINATOR'S CALL REPORT

Coordinator _____ Date & Hour of Call _____

Name of Business _____

Address _____ Phone _____

Name of Person Interviewed _____ Title _____

Best Time to Call _____ Appointment Necessary? _____

Hour _____ Day _____
Date of Next Call _____ For purpose of _____

Column I
(For initial calls on prospective employers.)

How many trainees could be used _____

How many trainees wanted _____

How many to be interviewed _____

Appointment dates for students: _____

Who should students talk to: _____

Names of students suggested: _____

Tone of interview: (check one)

Pleasant _____

Unpleasant _____

Brush-off _____

Manager's comments on DO program: _____

Employment problems mentioned by manager: _____

Follow-up required (Questions to answer, information or names to forward, etc.) _____

Personal Data and Comments: _____

Column II
(For calls on cooperating merchants.)

Names of trainees discussed _____

Trainees strong points: _____

Trainee's weak points: _____

Action to be taken and by whom: _____

Type of follow-up:

Personal _____

Phone _____

None _____

When _____

Further comments: _____

CONFIDENTIAL STUDENT EMPLOYMENT QUESTIONNAIRE

Name (last name first) _____ Birth Date _____

School Grade _____ Sex _____ Age _____

Are you working part-time now? _____ Hours worked per week (approx.) _____

Where? _____ Kind of Business _____

Owner's Name _____ Manager's Name _____

Hired By _____ Specific Job Duties _____

Pay? \$ _____ Per _____ . How long have you worked there? _____

Are you related to your employer? _____

If so, what relation? _____

Where have you worked before:

<u>Name of Business</u>	<u>Employed By</u>	<u>Pay</u>	<u>How Long?</u>
_____	_____	\$ _____ per _____	_____
_____	_____	\$ _____ per _____	_____
_____	_____	\$ _____ per _____	_____

Do you like your present job? _____

If not, why not? _____

What job have you had that you liked best? _____

Why? _____

PROGRESSIVE STUDENT RATING SHEET

First Quarter

Student _____ Date _____

	Needs to Improve	Satisfactory	Very Good	Commendable	Comments
Posture					
Grooming					
Voice					
Courtesy					
Punctuality					
Enthusiasm					
Industry					
Dependability					
Sense of Responsibility					
Initiative					
Accuracy					
Cooperation					
Self-confidence					
Resourcefulness					
Accept and Follow Instructions					
Works to Improve					

Rated by _____

PROGRESSIVE STUDENT RATING SHEET

Second Quarter

Student _____ Date _____

Employer _____

	Poor	Satisfactory	Very Good	Commendable	Comments
Personal Appearance					
Courtesy					
Initiative					
Dependability					
Adaptability					
Honesty					
Enthusiasm					
Self-confidence					
Cooperation					
Observation of Store Rules					
Ability to Follow Instructions					
Speed in Completing Work					
Accuracy of Work					
Knowledge of Merchandise					
Selling Ability					

Rated by _____

PROGRESSIVE STUDENT RATING SHEET

Third Quarter

Student _____ Date _____

Employer _____

	Poor	Satisfactory	Very Good	Commendable	Comments
Knowledge of job and merchandise					
Attitude toward supervision					
Volume of work accomplished					
Quality of work accomplished					
Ability to take responsibility					
Enthusiasm for work done					
Verbal expression					
Ability to get along with people					
Personal appearance					

Has the student continued to develop to become a more useful employee? _____

Does the student show a desire to learn more about the business? _____

Rated by _____

PROGRESSIVE STUDENT RATING SHEET

Fourth Quarter

Student _____ Date _____

Employer _____

	Needs to Improve	Satisfactory	Very Good	Commendable	Comments
ABILITY TO GET ALONG WITH PEOPLE-- Effect on other people as a result of sincerity, disposition, tact, cooperation and appearance.					
KNOWLEDGE OF JOB--Understanding of all phases of his work.					
ATTENTION TO DETAILS--Is work free from errors?					
CONSISTENCY IN FOLLOWING THROUGH-- Ability to work assignments and keep up schedules.					
ADAPTABILITY TO WORK SITUATION-- Adaptability to work assignment and working conditions.					
ABILITY TO CARRY RESPONSIBILITY					
ENTHUSIASM FOR HIS WORK					
SELF-CONFIDENCE					
INITIATIVE--Tendency to go ahead.					
ABILITY TO ANSWER QUESTIONS OR OBJECTIONS					

What have been the student's strongest points as an employee? _____

Rated by _____

END OF YEAR CHECKLIST

	<u>Underway</u>	<u>Completed</u>
1. Applicants for next year's enrollment interviewed, counseled and notified.	_____	_____
2. Cooperative experience placements tentatively established.	_____	_____
3. Project and field experience planned and cooperation of employers assured.	_____	_____
4. Occupational placement of this year's graduates confirmed.	_____	_____
5. Student records including participating experience records up-to-date.	_____	_____
6. Follow-up study of previous year's graduates conducted or planned.	_____	_____
7. Instructional and resource material returned to library, business, or other sources.	_____	_____
8. Films and instructional material for next year ordered.	_____	_____
9. Reports and other information on advisory committee up-to-date and on file.	_____	_____
10. Evaluation reports on staff completed and on file.	_____	_____
11. Evaluation reports on program completed and on file.	_____	_____
12. Departmental records current and completed.	_____	_____
13. Reports to institution's administration completed and returned.	_____	_____
14. Reports completed and returned to vocational director.	_____	_____
15. Program of work, development, and research activities, prepared for next year.	_____	_____
16. Annual report prepared and disseminated to appropriate persons.	_____	_____

CRITERIA FOR RATING COOPERATIVE PROGRAM

Name of Teacher-Coordinator _____

Name of School _____

Total school enrollment at present _____

Present program enrollment: Male _____ Female _____ Total _____

Number of years the school has operated the program _____

INSTRUCTIONS FOR USE OF THE CHECKLIST

This checklist of criteria for rating a cooperative vocational education program consists of statements of provisions, conditions, or characteristics that are found in quality programs. Some may not be necessary, or even applicable, in every situation. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate sections. The statements should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluation.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

- 0 - Does not apply: The provisions or conditions are missing but do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and program's goals.
- 1 - Excellent: The provisions or conditions are extensive and are functioning excellently.
- 2 - Satisfactory: The provisions or conditions are moderately extensive and are functioning well.
- 3 - Needs improvement: The provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

Part I

ORGANIZATION OF THE PROGRAM

- () A clearly written statement of objectives has been developed for the program.

- () Objectives have been developed through the cooperation efforts of employers, educators, and students.
- () The school administrators and faculty members have been given a clear concept of the place of this program in the total educational system.
- () Standards for the operation of the program have been developed and accepted by those involved in the operation of the program.
- () The teacher-coordinator checks to see if practices meet standards which have been developed.
- () A clear cut assignment of functions and duties has been given to all persons concerned with the program.
- () An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.
- () The teacher-coordinator is allowed sufficient time for coordination activities.
- () Provision is made for a student club program.
- () School and training station schedules are developed to meet the needs of students in the program.
- () School credit is given for the occupational experience of students in training stations.
- () Clerical help is available to the teacher-coordinator.
- () A record keeping system has been designed to meet the needs of the program.
- () The records and reports are kept up to date and complete.
- () Funds are provided for the travel expenses of the teacher-coordinator, including meetings called by the West Virginia Department of Education.
- () Department of Education staff help in the continued development of the program.

